

Teacher(s): Johnson

Subject: Government

Week of: April 2 – 6, 2018

Week: 31

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSCG 7 Demonstrate knowledge of civil liberties and civil rights. a. Define civil liberties as protections against government actions (e.g., First Amendment) b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v Board of Education, etc.)	Do Now: Guided Instruction (<i>We do</i>)- What is protected by the 1 st Amendment? Opening: Focused Instruction (<i>I do</i>)- introduce CG 7 and elements a & b and explain work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- Create a circle map to explain the meaning of civil liberties & Independent Learning (<i>You do alone</i>)- Create a circle map to explain civil rights & Collaborative Learning (<i>You do together</i>)- Complete Bill of Rights matching worksheet (USA Test Prep) Closing: Guided Instruction (<i>We do</i>)- Short definition of civil liberties is? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input checked="" type="checkbox"/> Mind Map <ul style="list-style-type: none"> 2 Circle Maps <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Cell phones authorized worksheet 	Formative: Teacher Observation Q&A 2 Circle Maps Worksheet
	Purpose: To provide the students an opportunity to define the terms and ideas in the two elements by creating circle maps and utilizing a matching worksheet			Summative:
Tues	Standard(s): SSCG 7 Demonstrate knowledge of civil liberties and civil rights. b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v Board of Education, etc.) c. Analyze due process of law as expressed in the 5 th and 14 th amendments, as understood through the process of incorporation	Do Now: Guided Instruction (<i>We do</i>)- What are civil rights? Opening: Focused Instruction (<i>I do</i>)- introduce element c and explain work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- complete bubble map on the Civil Rights Act of 1964 & Independent Learning (<i>You do alone</i>)- complete bubble map on Brown v Board of Education 1954 & Closing: Guided Instruction (<i>We do</i>)- Which court case overturned the concept of separate but equal? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input checked="" type="checkbox"/> Mind Map <ul style="list-style-type: none"> 2 Bubble Maps <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A 2 Bubble Maps
	Purpose: To provide the students an opportunity to analyze several amendments on due process and how several amendments extend the right to vote			Summative:
Weds	Standard(s): SSCG 7 Demonstrate knowledge of civil liberties and civil rights. c. Analyze due process of law as expressed in the 5 th and 14 th amendments, as understood through the process of incorporation d. Identify how amendments extend the right to vote	Do Now: Guided Instruction (<i>We do</i>)- What does process of incorporation mean? Opening: Focused Instruction (<i>I do</i>)-introduce element d and explain work session; assist as needed Work Session: Collaborative Learning (<i>You do together</i>)- Complete USA Test Prep Venn Diagram worksheet & Independent Learning (<i>You do alone</i>)- Create tree map of the 4 amendments that extend the right to vote & Independent Learning (<i>You do alone</i>)- create flash cards of the terms in 7c Guided Instruction (<i>We do</i>)- Review procedures for the Casino Test for Monday Closing: Guided Instruction (<i>We do</i>)- Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input checked="" type="checkbox"/> Mind Map <ul style="list-style-type: none"> Tree Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Venn Diagram Flash Cards 	Formative: Teacher Observation Q&A Tree map Venn Diagram
	Purpose: To provide the students an opportunity to analyze how several amendments extend the right to vote			Summative:

Thurs	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Do Now: Guided Instruction (<i>We do</i>)- Sign in to Achieve 300 (Lab 126) Opening: Focused Instruction (<i>I do</i>)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1 st score and showing me that you have 5 dots indicating completion of the work Work Session: Independent Learning (<i>You do alone</i>)- Complete requirements of the reading assigned on Achieve 3000 Closing: Guided Instruction (<i>We do</i>)- Verify quiz grades and completion of the 5 areas Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Achieve 3000 	Formative: Teacher Observation Q&A Achieve results
	Purpose: To provide students with an opportunity to enhance their ability to read within a structured online environment.			Summative:
Fri	Standard(s): SSCG 7 Demonstrate knowledge of civil liberties and civil rights.	Do Now: Guided Instruction (<i>We do</i>)- SUBSTITUTE Substitute hands out the crossword puzzles Opening: Focused Instruction (<i>I do</i>)- substitute explains work session requirements; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- Complete the 4 crossword puzzles as review for Monday Casino Test OR Collaborative Learning (<i>You do together</i>)- complete the 4 crossword puzzles as review for Monday Casino Test Closing: Guided Instruction (<i>We do</i>)- Clarify any questions regarding the puzzles Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> 4 Crossword Puzzles 	Formative: Teacher Observation Q&A 4 Crossword Puzzles
	Purpose: To provide the students with an opportunity to review for upcoming exam by using several crossword puzzles on the testable material			Summative: